DOCUMENT RESUME

ED 114 527 CE 005 374

TITLE	Career Motivation Program: Grade K: Akron Public Schools.
INSTITUTION	Akron Public Schools, Ohio.
PUB DATE	72
NOTE	28p.; For related documents, see CE 005 375-380
EDRS PRICE	MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS	*Career Education; *Curriculum Guides; Educational Objectives; Elementary Education; Integrated Curriculum; *Kindergarten; *Learning Activities; Teacher Developed Materials; Teaching Guides; *Unit Plan

ABSTRACT

The goals of the Career Motivation Program in the Akron Public Schools are to provide students in grades K-6 with activity-centered experiences geared to the development of self-concepts and attitudes toward work and an appreciation of all vocations and the dignity of all workers. Career motivation is the first phase of the Career Development Program; it is based on the belief that every healthy individual is at work at something, and its final outcome is the integration of career education into the total curriculum of the schools. Career motivation activities are presented in the guide to provide teachers at the kindergarten level with suggestions for introducing career education into the curriculum. Four units are included: (1) workers at school, children work--children learn; (2) workers at school, school staff; (3) people in the family work; and (4) workers in our neighborhood. Each unit contains developmental objectives, concepts, behavioral objectives, teaching approach and pupil activities, and a list of references and resources. (Author/EC)

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CAREER MOTIVATION

KINDERGARTEN

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AKRON PUBLIC SCHOOLS
Akron, Ohio

CONRAD C. OTT
Superintendent

CAREER MOTIVATION PROGRAM

GRADE K

AKRON PUBLIC SCHOOLS
1972

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FOREWORD

During the 1971-1972 school year the Career Education Program in Akron sponsored and coordinated a committee of classroom teachers to create and develop a Career Motivation Guide for the ongoing curriculum areas in the Akron Public Schools.

Classroom teachers who contributed their time and skills included the following:

Mrs. Evelyn Kirk	Kindergarten
Mrs. Irene Rowe	First Grade
Mrs. Violet Barden	Second Grade
Mrs. Irene Rowe	Second Grade
Mrs. Jean Halfhill	Second Grade
Mrs. Jean Halfhill	Third Grade
Mrs. Judy Dotts	Fourth Grade
Mrs. Mary Becker	Fifth Grade
Mrs. Barbara Vassalotti	Fifth Grade
Miss Diane Sollberger	Sixth Grade
Mr. William Mannion	Curriculum Specialist

Coordination and format of the guide was provided by Mrs. Roberta Ryan, Coordinator-Counselor, Seiberling Elementary School and Mr. Frederick Zeller, Coordinator-Counselor, Firestone Park Elementary School.

Mr. Nicholas Topougis, Project Coordinator provided administrative assistance.

GENERAL INTRODUCTION

Career Motivation K-6 is the first phase of the Career Development Program. The ultimate goal of the total Career Development Program K-10 is the realization and utilization of human potential for general improvement and upgrading of society. The goals of the Career Motivation Program are:

> To motivate students to want to become a part of the World of Work.
>
> To develop in students an awareness of the wide range of job opportunities, an appreciation of all work and the recognition that all work is honorable.

Through Awareness, Appreciation, and Motivation the elementary school child will understand that work is a meaningful activity that he engages in at home and school. Later these tasks for which he has assumed responsibility become jobs and occupations which are necessary for maintaining and improving his society and which are the most probable means for the realization of his own human capacity.

As the child progresses through elementary school and his world expands and becomes more complex, the Career Motivation Program will have special meaning for the child in his development as a person.

The K-6 Career Motivation Program is based on the belief that every healthy individual is at work at something, especially the elementary school child. By becoming aware of his responsibilities at home and at school and by appreciating the personal meaning that comes from meeting these responsibilities, the child develops Motivation for work in the elementary school. Through Career Orientation and Career Exploration Programs, their respect for work translates into career development.

The affective stages of growth require that the child's feelings, perceptions, and beliefs are dealth within the areas of self-awareness, self-acceptance, self-affirmation of interests, aptitudes, achievements, values, and attitudes.

USE OF THE GUIDE

This guide is intended to provide the elementary school teacher with Career Motivation activities related to current curriculum in the Akron Public Schools. The components of the guide are:

Developmental Objectives

Concepts

Activities

Behavioral Objectives

Materials and Resources

The final outcome of the Career Motivation Program is the integration of Career Education into the total curriculum of the schools.

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OVERVIEW

Kindergarten units need to be on-going and flexible. Short units may be repeated during the year with new insights as the children mature. Some units, such as work in school, may be interwoven with the overall curriculum throughout the year. Awareness of the possibilities of other units, such as, the electrician, carpenter, etc., may be used as such workers are met in our everyday experience.

WORLD OF WORK

GRADE: KINDERGARTEN

SUBJECT: LANGUAGE ARTS-SOCIAL STUDIES-SCIENCE-MATH

UNIT: WORKERS AT SCHOOL (A) CHILDREN WORK-CHILDREN LEARN

I. DEVELOPMENTAL OBJECTIVES

1. To develop an awareness that children work at school.
2. To develop an awareness that school work can be fun.
3. To develop an awareness that people have different aptitudes for and feelings about school work and that such differences are permissable.
4. To develop a respect for the work of others.
5. To develop a sense of responsibility for one's own work.
6. To develop a sense of enjoyment in working in a group.

II. CONCEPTS

1. Education is work.
2. Play is work.
3. Work is the acceptance of task responsibilities.
4. School is a part of the working community.
5. Going to kindergarten is a sign of growing up.
6. Different children have different feelings about school.
7. In kindergarten, children sometimes work or play alone, sometimes with others, so they can learn to deal with many situations.
8. Putting equipment in its proper place after using it promotes growth in work habits and responsibility for keeping the room neat, pleasant, and safe.
9. Sharing and taking turns help everyone enjoy working in the same room.

III. BEHAVIORAL OBJECTIVES

1. At the completion of a school day, the child will be able to identify how school is his work by telling about his day.
2. Given a discussion of play, the child will be able to cite a way that play is work.
3. Given a picture of children at school, a child can describe the kinds of work depicted.
4. Given a picture of children working, the child can list the necessary equipment to complete the illustrated tasks.
5. Given a work situation, a child can decide whether it is work to be done alone or with a group.
6. Given specific school work situations, a child can tell or show in different ways how he feels about it - happy, sad, angry, afraid, etc.
7. Given an opportunity, a child is able to share equipment.
8. Given a chance, a child is willing to help another person.
9. Given specific situations, a child can tell which of his five senses help him work with or learn about this situation.
10. Given specific work situations, a child is beginning to be able to tell which of his five senses he enjoys using most.
11. Given a specific task, the child will be able to carry out responsibility according to his aptitudes.

GRADE K UNIT: WORKERS AT SCHOOL (A) CHILDREN WORK-CHILDREN LEARN

TEACHER APPROACH AND PUPIL ACTIVITIES

1. Use work centers such as playhouse, blocks, clay, paints, crayons, puzzles, puppet-story people.
   a. Free choice
   b. Program with activity card or chart
2. Discuss charts and big pictures listed.
3. Visit other rooms - watch children work.
4. Dramatic play - guessing games of work task.
5. Draw self pictures.
6. Classify collections, seeds, rocks, shells, etc.
7. Play "Show and Put Away", clean-up games, object shown is discussed and placed in its proper place.
8. Pretend T.V. show of finished work products.
9. Create "Happy Cards" for family and friends.
10. Paint or color your feelings ("David Was Mad")
11. Use tag "Feeling Faces" to show how we react to work, words, and phrases.
12. Evaluate work with "proud whip."
13. Tell stories about self and school.
14. Dramatize telling parents about the day.
15. Learn with games of "Touch Box", "Hear Box", "See Box", "Taste Box", "Smell Box".
16. Experiment with magnifying glasses.
17. Have a tasting party.
18. Classify objects by color, shapes, softness, smoothness, sweet, sour, loud, soft, big, little, etc.

REFERENCES AND RESOURCES

The Earth, Home of People
Silver Burdett-Social Studies Teacher Manual p.p. 24-25. Large picture #10

Now You Do It
Harper & Row - science Guidebook K - Unit I
Chart 1. "We See, Feel, Hear"
Chart 2. "See Things"
Chart 3. "Feel Things"
Chart 4. "Hear Things"

When They Are 5,
Curriculum Foundation Series, Scott, Foresman-Teachers' Resource Bo
"Starting to School" p.p. 10-11
"Something Your Size" p.p. 12-13
Chart 1 and Chart 2

Getting a Head Start
Language Arts-Houghton Mifflin
General Lessons Unit 1
Urban Lessons 1,17,18,21,22
Picture Scene 1 (left)
Scene 9 (left)
Scene 9 (right)
Scene 11 (left)
Scene 11 (right)

"My Community" - Teaching Pictures and Resource Sheet-David Book
"School" - Pictures and Resource Sheet 4

"Social Development Teaching" Pictures and Resource Sheets-Cook

Social Development Teaching -
"Taking Turns" #1
"Sharing Toys" #2
"Putting Away Toys" #3
"Helping Teacher" #4
"Playing Together" #6
"Sharing Ideas" #7

TEACHER APPROACH AND PUPIL ACTIVITIES

19. Become secure in school work routine, help plan this routine.

20. Make a few simple rules for work-play situations (sit on swing, etc.)

21. Learn rhymes and songs about self and school.

22. Work a puzzle with a friend.

23. Build a block city with a group.

24. Dress self and help friend tie, zip, or button coat.

25. Make up a puppet show about work in school.

26. Keep score for simple ball games.

27. Make IALAC snap shot board - children. (see staff member who has Values Clarification Materials)

REFERENCES AND RESOURCES

"Children and the Law" Teaching Pictures & Resource Sheets - Cook

"Playground Rules" #7

Kindergarten Work Centers
- Playhouse - Blocks
- Wheel Toys - Play People
- Clay - Easel Paint
- Finger Paint - Sponge Paint
- Crayons - Paper
- Funny Felts - Puzzles
- Books - Puppets
- Science Center
- Math Center

Songs "Magic of Music" and "Singing Fun"

BOOKS.

My Five Senses - Aliki
The Listening Walk - Paul Showers
In the Night - Paul Showers
Finding Out By Touching - Paul Showers
What Is Your Favorite Thing To Touch
Myra Gibson
All Sizes of Noises - Karla Kuskin
All By Himself - Kay Clark
All By Herself - Kay Clark
The Smallest Boy in the Class
Meg Wohlberg
One is Good, But Two Are Better
Louis Slobodkin
Is It Hard, Is It Easy
Mary McBurney Green
What Do You Say, Dear
Sesyle Joslin
A Happy Day - Annie DeCaprio
How School Helps Us - Haze and Ryan
MaryAnn's First Picture
Winifred Broomhall
My Schoolbook of Picture Stories
Eleanor Mill
David Was Mad - Bill Martin, Jr.
The Important Book
Margaret Wise Brown
Whistle for Willie - Ezra Keats
Tall Enough Tommy - Becky
This Little Boy Went to Kindergarten
Ellen Paullin

TEACHER APPROACH AND PUPIL ACTIVITIES

REFERENCES AND RESOURCES

It's Schooltime - Kelly Oechsli
Let's Be Enemies - Janice May Udry
Tommy on Time - Virginia Kovinger
Two Is a Team - L & S Beim
Pitter Patter - Baruch

WORLD OF WORK

GRADE: KINDERGARTEN

SUBJECT: LANGUAGE ARTS-SOCIAL STUDIES-SCIENCE-MATH

UNIT: WORKERS AT SCHOOL (B) SCHOOL STAFF

I. DEVELOPMENTAL OBJECTIVES

1. To develop an awareness that work is a way of life.
2. To develop an awareness that it takes many workers to help children get an education.
3. To develop an awareness that children and adults work together to keep a school safe.
4. To develop an awareness of some of the equipment necessary to perform jobs.
5. To develop an awareness of the interdependence of workers and the division of labor.
6. To develop an awareness of education and training necessary for a job.
7. To develop an awareness that children may learn many things from adults at school that carry over into their homes.
8. To develop an awareness of the interaction of many adults to make a school world a better place for children.
9. To develop an awareness that each person on the school staff shares a concern for the children.

II. CONCEPTS

1. The adults in our school work at meaningful jobs.
2. Each worker in school has his own place to work.
3. We need each worker.
4. Each school worker needs some training for his job.
5. The teacher will help children in kindergarten.
6. The teacher must plan her time to take into account the needs and interests of all the children in her class. Other workers (principal, secretary, custodian, etc.) must plan for the whole school.
7. Teachers and school workers are sometimes happy, sometimes unhappy, just like other people. It helps if adults and children learn to consider each other's feelings.
8. Each adult worker helps us develop in a special way. (Example - principal helps school cooperate as a whole-organizes; librarian helps us enjoy books; custodian helps us keep our world clean.)

III. BEHAVIORAL OBJECTIVES

1. Given a list of school tasks, the child will be able to tell how we depend upon each one of the tasks.
2. Given a simple task pertaining to school environment, the child will be able to perform the task and tell whom it helps - (as take attendance card to secretary).
3. Given pictures of workers, the child will be able to match the worker with the service he performs.
4. Given a list of workers in the building, a child will be able to name the worker and his job.
5. Given an occupation in the school, the child will be able to identify the tools used in that occupation.
6. Given special opportunities, children will wish to share treats, programs, etc. with school workers.

III. BEHAVIORAL OBJECTIVES

7. Given a school worker, children will be able to list skills needed for that job.
8. Given a list of jobs, a child will be able to tell what would happen if a worker did not perform his job.

GRADE 1 UNIT: WORKERS AT SCHOOL (B) SCHOOL STAFF

ACTIVITIES	RESOURCES FOR OVER ALL UNIT
1. Count adults who help us in one day.	1. Resource Persons Teachers Principal Secretary Custodian Special Teachers Special Helpers: school patrol school nurse
2. List adults who come into our room.	2. The school building and grounds.
3. Note which adults or adult spends the most time with us.	3. When They Are 5 Scott, Foresman Teachers' Resource book "My Teacher" p. 38 Charts 1-2 and 15
4. List jobs within our own room - who does each?	4. The Earth, Home of People Silver Burdett Teachers' Manual Units: "People Learn Many Things from Others" (6) "People Show Feelings" (10) "People Do Many Kinds of Work" (12) "People Use Books" (13) Large pictures 6-10-12-13
5. Use large pictures and charts as indicated under "Materials" for games and discussion.	5. "Teaching Pictures" and "Resource Sheets" for K-3 Cook Publ. Co. "School and School Helpers" 1. Principal 2. Office Secretary 3. Classroom Teacher 4. Music Teacher 5. Art Teacher 6. Physical Education Teacher 7. P.T.A. helpers 8. Librarian 9. Custodians 10. Bus Driver 11. Crossing Guard
6. Use paper bag puppets to act out everyday situations in school.	6. Getting a Head Start Houghton-Mifflin Readers Unit 1 - Urban scene Lessons 16-17-18-19-20-21-22

GRADE K UNIT: WORKERS AT SCHOOL (B) SCHOOL STAFF (continued)

ACTIVITIES	RESOURCES FOR OVER ALL UNIT
7. Use puppets to help adults work out troublesome situations.	7. "Story Boards" to encourage creative discussion Ginn Kit A Unit 2 - The School Patrol
8. Listen to "work sounds" and disturbing sounds about the school.	8. Filmstrips - "Community Helpers" Troll Associates "Oldest in the Class-My Teacher" "A Visit to the Library" "The Principal" - McGraw-Hill "School Helpers" - Encyclopedia Britannica "Schools" - S.V.E. "A Day in School" - S.V.E. "The Custodian" - McGraw-Hill
9. Visit - Principal Secretary Custodian Librarian Other Teachers gym, etc. Special rooms	9. Books - True Book of Schools - Elkins At School - Hanna & Hoyt It's Schooltime - Oechsli My Schoolbook of Picture Stories Mill Happy Day - De Caprio At the Library - Colonius How School Helps Us - Haze Play - Parsons Peabody Kit (Language) (see World of Work materials list.)
10. Write thank you notes to those visited.	
11. Note special tools each worker uses - as principal's desk, phone, etc. in office - PA system: Secretary's typewriter; Custodian's cleaning equipment and heating system; librarian's books, card file, etc.	
12. Role play workers.	
13. Make big book and charts of workers.	

WORLD OF WORK

GRADE: KINDERGARTEN

UNIT: PEOPLE IN THE FAMILY WORK

I. OBJECTIVES

1. To develop an awareness that people in the family work in the home and in jobs outside the home.
2. To develop an awareness that work is man's way of adapting the environment in which the family lives.
3. To develop an awareness that each family member has different personal talents and limitations.
4. To develop an awareness that people work to meet their needs of food, clothing, shelter, and family safety.
5. To develop an awareness that families working together are fulfilling needs of belonging, helping, and loving.
6. To develop an awareness of the interdependence of family members.
7. To develop an awareness that each member of the family has his work to perform.
8. To develop a sensitivity to the needs of others.

II. CONCEPTS

1. Home is the place where the child learns many attitudes, values, and skills all through his growing years.
2. The school is interested in children's homes because it is interested in the children.
3. Children are important family members. Adults work for them.
4. Each member of the family has different needs and privileges and is responsible for some work in his family.
5. It can be fun to show that we are growing up by being responsible for some work in the family.
6. Children can keep a home safe by keeping toys in proper places.
7. Children can help others, especially younger brothers and sisters.
8. Sometimes play is work.
9. Adults work in many ways.
10. While some people work outside the home to earn money, some people do not.
11. Children can cooperate in meeting needs for healthy food and clothing.
12. Children and adults can gain personal satisfaction in a family group.

GRADE K UNIT: PEOPLE IN THE FAMILY WORK

	ACTIVITIES	RESOURCES	BEHAVIORAL OBJECTIVES
1.	Make a survey of jobs held by adults in the children's homes and of adults who would be willing to come to school to tell the class about their work.	Resource People--Members of Family: Fathers, Mothers, Grandparents, Siblings--Extended Families.	Given pictures of family activities, a child will be able to name the activity.
2.	Make a calendar to plan for adults' visits.	Getting A Head Start Houghton Mifflin Urban Scene Unit 1. Lessons 2-3-4-5	Given the name of a room in the home, a child will be able to tell what work he can do in that room.
3.	Draw thank you notes to send to visitors.	When They are 5 Scott Foresman Teachers' Resource Book Chapters 1-3-11-12-16 Charts and Guides 1-3-11-12-16	Given a list of tasks performed in the family, a child will be able to express his feelings about each task.
4.	Role play the work of family members.	The Earth, Home of People Teacher's Manual and large pictures 2-3-4-5-6	Given a list of tasks, a child will be able to tell which member or members of his family perform this ta
5.	Discuss charts and pictures listed under materials.	Beginning The Human Story Scott Foresman "A New Baby in the Family" Booklet and all pictures.	Given the opportunity, a child will be able to role play family work.
6.	Make gifts for family members. These should be more for the service performed than the finished product. Such simple gifts might include a mobile eye toy for baby, a finger painting for grandfather, a pencil holder for father, a hot pad for mother or place mats for everyone.	"Teaching Pictures" and Resource Sheets D.C. Cook-- (A) "Community and Home Helpers" No. 3 - "Mothers" No. 7 - "Grandfathers" (B) Social Development No. 3 - "Putting Away Toys" No. 4 - "Helping Brothers & Sisters" No. 9 - "Sharing Pretend" No. 10- "Helping Mother" No. 11- "Sharing Food" No. 12- "Helping Pets"	Given a list of home tasks a child will be able to te home we depend upon each and what might result if each were not done.

GRADE K UNIT: PEOPLE IN THE FAMILY WORK (continued)

	ACTIVITIES	RESOURCES	BEHAVIORAL OBJECTIVES
7.	Write picture notes to the family.	"Building Pre-Reading Skills" Kit A-Ginn Unit 1 and Unit 16	Given a list of occupations outside the home, the child will be able to name which his father or mother performs.
8.	Invite groups of parents to the school room--have parents' day, grandparents' days, have birthday visits for a few families each month. Make scrapbooks of family work, father's work, mother's work, children's work.	Filmstrips- "Fathers at Work" "Mother at Work" "The Family at Home Helping Mother" "Mothers Works Too" "My Mother Works in A Drug Store" "My Mother Works in An Office" Set-- "Robert"--"Robert's Family"	Given pictures of people dressed in different outfits, the child will be able to tell something about the work that people does.
9.	Make a bulletin board of family work displays or pictures.	Books-- Nobody listens to Andrew Prayer For a Child The little family The Little Red House When you were a Baby Too Many Mittens The Boy Who would not say his Name Tall-enough Tommy Listening Walk The Very little Girl The New Pet Grandfather and I Grandmother and I	
10.	Bring hats or other clothing or tools for display or role play.	Songs and records, Kindergarten Book Magic of Music and Singing Fun	
11.	Sing family songs.		
12.	Make mural of homes and places where family members work.		
13.	Have an art show of pictures of parents and their jobs.		
14.	Learn about the special work involved in the care of new babies.		
15.	Prepare a food surprise.		
16.			

ACTIVITIES

16. Learn to hang clothing on hangers, pin boots together, etc.

17. Values Whips--"I like to eat...." "I do not like...." "I wish I could .... at home" "I wish my mother..." "I wish my father...." "I wish my family...."

18. Discuss likeness and differences in families and family work.

19. Make family paper bag puppets.

20. Change play house to resemble different rooms or work places.

21. Count families--compare size of families, big and little people, young and old people, tall and short people, etc.

22. Have children draw a picture of the members of their family.

Books-
Tools For Andy
Peter's Chair
Hi! Cat!

WORLD OF WORK

GRADE: KINDERGARTEN

UNIT: WORKERS IN OUR NEIGHBORHOOD

I. DEVELOPMENTAL OBJECTIVES

1. To develop an awareness that many people work in our neighborhood.
2. To develop an awareness that work is man's way of living in a community.
3. To develop an awareness that different people have preferences, personal characteristics, and limitations.
4. To develop an awareness that our needs for food, clothing, shelter, and safety are met through workers in the neighborhood.
5. To develop an awareness that people can gain satisfaction as well as money from their work.
6. To develop an awareness of the interdependence of workers in a community.
7. To develop insights to work involved in some special jobs.
8. To develop an awareness of work as "jobs" and "occupations".
9. To develop an awareness of basic differences in products and services occupations.
10. To develop an awareness of one's own interest development.
11. To begin to develop a knowledge of one's self as related to the world of work.

II. CONCEPTS

1. People work in order to earn the money they need to live.
2. People are happy when they are proud of their work.
3. Some kind of training is necessary for most jobs.
4. Every work is worthwhile.
5. New ideas create new kinds of work.
6. Each worker needs the right equipment for his job.
7. With so many different jobs to be done, it is easier if people work together.
8. We depend upon the workers in our neighborhood.
9. Our neighborhood changes; we need to be alert to the changes.
10. Problems occur if a worker fails to perform his job.
11. Natural talents, developed by training and practice, play a large part in the work people do.

III. BEHAVIORAL OBJECTIVES

1. Given a list of jobs, children will be able to tell how we depend on each job.
2. Given a list of tasks, the child will be able to tell which worker performs this task.
3. Given several kinds of work, the child will be able to tell one personal characteristic required of the person performing the work.
4. Given pictures of people dressed in different working outfits, the child will be able to tell in what kind of a setting each person works.
5. Given pictures of several kinds of tools, a child will be able to name a worker who uses the tool.
6. Given pictures of several items of food, clothing, shelter, or safety, the child will be able to tell who can help him meet this need.
7. Given a picture of workers, a child can tell one way he can help each worker.
8. Given a recording of city sounds, a child will be able to identify two of the sounds.
9. Given an occupation, a child will be able to tell something about the work tasks of that occupation.

III. BEHAVIORAL OBJECTIVES

10. Given a hat, tool, etc., the child will be able to role play the worker who uses the clothing.

GRADE K UNIT: WORKERS IN OUR NEIGHBORHOOD

ACTIVITIES	RESOURCES FOR OVERALL UNIT
1. Observe the neighborhood from the school ground.	Resource People - Speakers Parents Neighborhood Workers Firemen Policemen Grocer Doctor Nurse Truck drivers Park Maintenance Men Street Cleaners Beauty Shop workers Pet Shop owner Gas Station Attendant Clothing Store Clerks Waitress Cook Baker Mailman Cleaner Trash man, etc.
2. Walk in neighborhood.	Field Trips Walk in neighborhood Walk to special points of interest: Gas Station Grocery Stores Restaurants Fire Station Bake Shop Doctor's Office Post Office Pet Shop Aquarium Shoe Repair Shop Beauty Shop Cleaners Clothing Store Park
3. Record neighborhood sounds.	Field Trips - Bus Zoo, Turkey Farm

ACTIVITIES	RESOURCES FOR OVERALL UNIT
4. Take pictures of the neighborhood.	Getting a Head Start Unit 1 - Urban Scene Lesson 5 - Bus Lesson 6 - Shopping Area Lesson 7 - Construction Lesson 8 - Construction Lesson 9 - Store Lesson 10 - Toy Store Lesson 11 - Sports Store Lesson 12 - Clothing Store Lesson 23 and 24 - Zoo
5. Use charts and curriculum materials listed for discussion background.	"Building Pre-Reading Skills" Kit A - Ginn Unit 3 - The Service Station Unit 5 - Construction Project Unit 6 - The Toy Shop Unit 8 - The Zoo Unit 10- The Three Markets Unit 13- Pecple Who Help Us
6. Role play safety rules for walking in neighborhood. Make a chart of simple rules.	When They are 5 - Pictures and Teachers' Resource Book for Unit 9 - "Our Senses" Unit 10 - "Ah-Choo" Unit 13 - "I Can Do It" - Dentist Unit 14 - "My Doctor" Unit 16 - "Schools Out"
7. Plan together special safety rules for each place visited.	The Earth, Home of People Pictures and Teachers' Manual Unit 11 - "Recreation" Unit 12 - "People Do Many Kinds of Work"
8. Plan together good manners for walking and visiting.	"Teaching Pictures" - and resource sheets - D. Cook A. "Home and Community" #1 - Fireman #2 - Dentist #4 - Postman #5 - Fruit Market #6 - Office #8 - Policeman #9 - Telephone Lineman #11 - Plumber #12 - Service Station

ACTIVITIES

8.

9. Plan together what we expect to learn, see and do on each walk or visit.

10. Plan questions to ask during each visit.

11. Make a simple map of streets around the school.

RESOURCES FOR OVERALL UNIT

B. "Children and the Law"
- #1 - "Respect Ownership" Clerk and Store
- #3 - "Don't Be a Litter-Bug" - Trash Truck
- #4 - "Enjoy Community Property" - Parks
- #5 - "Obey Safety Rules" Zoo

C. "My Community"
- #2 - "Shopping for Groceries"
- #3 - "The Mailman"
- #9 - "How a Policeman Help Us"
- #10 - "A Visit to the Fire Station"
- #11 - "A Visit to the Drug Store"
- #12 - "A Trip to the Zoo"

Songs and Rhythms
- Magic of Music
- Singing Fun
- More Singing Fun
- Making Music Your Own

Films -
- "Community Helpers" - Troll
- "Hook and Ladder"
- "Men in Blue"
- "Special Delivery"
- "What the Doctor Sees"
- "Mike's House" - Sauer

Books -
- Ten Pennies for Candy - Wing
- Let's Take a Walk - Heller
- Mr. Jolly's Sidewalk Market-Allen
- The House Biter - Sheldon
- Working Wheels - Webber
- Big Red Bus - Kessler
- What's Coming - Paflin
- Caps for Sale - Slobokin
- I Want to be a Postman
- I Want to be a Policeman
- I Want to be a Zookeeper
- I Want to be a Fireman
- I Want to be a Nurse - Greene

ACTIVITIES

11.

RESOURCES FOR OVERALL UNITS

Books - (continued)
Curious George - Rey
Madeline - Bemelmans
Let's Find Out About Firemen
True Book of Firemen
Policemen and Firemen
Jill's Check-Up - Jabelier
A Child's Book of Teeth - Ferguson
Mike's House - Sauer
Willie Goes To The Hospital
The Disposal Truck
Peter Pat & the Policeman
What's In The Bakery Truck?
Train Coming!
Mailman Mike
What Makes It Go? - Joe Kaufman
What Makes It Work? - Joe Kaufman
What Makes It Fly? - Joe Kaufman
What Makes It Float? - Joe Kaufman
Ann Can Fly - Phleger

12. Make a bulletin board of neighborhood workers.

13. Collect workers' hats, uniforms, and tools.

14. Make child-size cardboard puppets. Cut hole for child's head.

15. Change playhouse corner to represent places visited (beauty shop, toy store, post office, etc.)

16. Role play workers.

17. Select job child likes best. Make up a riddle.

18. Rank order work which child prefers.

19. Use many values whips-such as:
"If I were a _____".
"I would like _____".
"I do not like _____".
"When I grow up _____".
"I wish _____".

20. Make picture thank you cards for each person who comes to the room and each place visited.

ACTIVITIES

RESOURCES FOR OVERALL UNIT

21. Select activities to help children enjoy each worker:

A. Service Station
- Build tow truck and pulley
- Experiment with air and tires
- Make a service station story book
- Build a station for toy trucks

B. Fireman
- Practice fire drill
- Make firemen hats
- Try on real firemen's hats or boots
- Find fire extinguishers in school
- Learn fire department phone number

C. Policeman
- Make traffic light
- Play "Stop" and "Go"
- Practice safety

D. Pet Store - Fish
- Build a room aquarium
- Buy supplies
- Make mobile

E. Post Office
- Make mail bags
- Build milk carton mail boxes
- Learn name and address
- Send cards and letters

F. Grocery Store
- Build store in room
- Make clay food
- Make purse and play money
- Make picture "ads"

G. Clothing Store
- Make paper ties
- Make paper plate hats
- Trim old hats
- Make simple doll clothes

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